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AUTHOR Rossi, Robert J.
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ABSTRACT

Types of indicators that can be based on accreditation data from the Higher Education General Information Survey (HEGIS) are briefly described, along with requirements for the design and validation of the indicators. Statistical tables summarize the numbers and percentages of colleges and universities receiving some level of accreditation from regional and state agencies and the numbers and percentages of schools receiving transfer accreditations or no accreditation for 1975-1981. Data are also provided on colleges and universities receiving some level of accreditation from professional organizations for these 7 years. Information is provided on how the HEGIS accreditation data are stored on data files. The Statistical Analysis System (SAS) code needed to read the HEGIS accreditation data files for 1975-1981 is also indicated. SAS procedures are used to create time-series databases from HEGIS survey data. The accreditation status of colleges may serve as an indicator of whether they meet minimal standards for educational quality. The indicators should include: (1) various rankings of accreditation status; (2) indicators of accreditation deficiencies; and (3) indicators of change in accreditation. (SW)

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Accreditation Measures for Higher Education Institutions: A Technical Note

Robert J. Rossi

The Statistical Analysis Group in Education
Area I: Indicator Development
American Institutes for Research
P.O. Box 1113
Palo Alto, California 94302

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Summary

SAGE Technical Report No. 17, Workplans for Developing Educational Indicators, called for the design and validation of indicators based on Higher Education General Information Survey (HEGIS) accreditation data (from HEGIS Institutional Characteristics data files). Specifically, Workplan 4: Accreditation Measures for Higher Education Institutions called for analyses to determine (1) the relationship between accreditation status and institutional viability for colleges and universities, (2) the characteristics of colleges accredited or not accredited by various types of accreditation agencies, and (3) the characteristics of students attending nonaccredited colleges (and possibly receiving substandard educations). Work on developing and analyzing these accreditation-based indicators was to have begun in November 1981. Due to the reduction in SAGE continuation-year (1981-1982) support, however, it was decided to modify the work schedule to provide NCES in this contract year with the means to implement the workplan at some future time. This technical note reviews the contents of HEGIS accreditation data files from 1975 to 1981 and provides the necessary information to analysts and data services technicians on how to access these data. In addition, this note reviews and updates the description of the types of indicators that can be based on HEGIS accreditation data and the activities required for their design and validation.

Accreditation Measures for Higher Education Institutions: A Technical Note

Higher Education General Information Survey (HEGIS) Institutional Characteristics data files for the years 1975-1981 report the accreditation status of colleges and universities in terms of accrediting agencies and levels of accreditation awarded: full accreditation, accreditation through parent institution, provisional accreditation, four-year institution with two-year college accreditation, and candidate for accreditation. The accreditations awarded by regional and state agencies are included in the data base as are the levels of accreditation awarded by up to 89 professional associations or special professional accrediting commissions. The numbers of professional accreditation organizations vary for most years of the survey, with 70 organizations included in 1975, 73 in 1976, 73 in 1977, 74 in 1978, 82 in 1979, 85 in 1980, and 86 in 1981. Data for nonaccredited institutions were not collected by HEGIS prior to 1977 and have been collected for 1977 and later years only for nonaccredited institutions whose transfer credits are regularly accepted by at least three accredited institutions (referred to here as "transfer accreditation").

Table 1 summarizes the numbers and percentages of colleges and universities receiving some level of accreditation from regional and state agencies and the numbers and percentages of schools receiving transfer accreditations or no accreditation for the years 1975-1981. Table 2 presents the numbers and percentages of colleges and universities receiving some level of accreditation from professional organizations for these seven years. Please note that, in the interest of brevity, the different levels of accreditation (e.g., full versus provisional accreditation) have not been differentiated for the various accreditation agencies presented in Tables 1 and 2. There is considerable variation in the accreditation levels awarded to campuses by these agencies and in the total number of accreditations held by a single college or university.

Table 1

Numbers and Percentages of Colleges and Universities Receiving Regional, State, or Transfer Accreditations as Reported in HEGIS, 1975-1981

Accreditation Status	Survey Year						
	1975 (N=3147)	1976 (N=3069)	1977 (N=3422)	1978 (N=3451)	1979 (N=3509)	1980 (N=3522)	1981 (N=3615)
Regional Full Accreditation	2454 (78.0%)	2462 (80.2%)	2546 (74.4%)	2616 (75.8%)	2660 (75.8%)	2699 (76.6%)	2753 (76.1%)
Regional Candidate	326 (10.4%)	281 (9.2%)	239 (7.0%)	195 (5.6%)	168 (4.8%)	124 (3.5%)	125 (3.5%)
State Accreditation Only	104 (3.3%)	89 (2.9%)	342 (10.0%)	316 (9.2%)	307 (8.7%)	59 (1.7%)	46 (1.3%)
Transfer Accreditation	-- *	-- *	96 (2.8%)	103 (3.0%)	66 (1.9%)	43 (1.2%)	48 (1.3%)
Unaccredited	263 (8.4%)	237 (7.7%)	199 (5.8%)	221 (6.4%)	308 (8.8%)	597 (16.9%)	643 (17.8%)

* HEGIS code for accreditation status not in use.

Table 2

Numbers and Percentages of Colleges and Universities Receiving Accreditation by Professional Accreditation Agencies as Reported in HEGIS, 1975-1981

Accreditation Agency	Survey Year						
	1975 (N=3147)	1976 (N=3069)	1977 (N=3422)	1978 (N=3451)	1979 (N=3509)	1980 (N=3522)	1981 (N=3615)
Medical Assistant Education	0 (0.0%)	1 (0.0%)	1 (0.0%)	1 (0.0%)	2 (0.1%)	3 (0.1%)	3 (0.1%)
Medical Laboratory Technician Education	2 (0.1%)	2 (0.1%)	3 (0.1%)	3 (0.1%)	5 (0.1%)	7 (0.2%)	6 (0.2%)
American Academy of Microbiology (Graduate)	-- *	-- *	-- *	-- *	-- *	-- *	13 (0.4%)
Health Services Administration (Graduate)	29 (0.9%)	32 (1.0%)	31 (0.9%)	30 (0.9%)	34 (1.0%)	35 (1.0%)	37 (1.0%)
American Assembly of Business	167 (5.3%)	177 (5.8%)	188 (5.5%)	196 (5.7%)	202 (5.8%)	208 (5.9%)	217 (6.0%)
American Assembly of Bible Colleges	58 (1.8%)	62 (2.0%)	64 (1.9%)	72 (2.1%)	76 (2.2%)	76 (2.2%)	79 (2.2%)
Marriage and Family (Clinical)	-- *	-- *	-- *	-- *	-- *	1 (0.0%)	1 (0.0%)
Marriage and Family (Graduate)	-- *	-- *	-- *	-- *	-- *	0 (0.0%)	0 (0.0%)
American Association of Nurse Anesthetists	19 (0.6%)	16 (0.5%)	14 (0.4%)	17 (0.5%)	17 (0.5%)	18 (0.5%)	35 (1.0%)
American Bar Association	160 (5.1%)	165 (5.4%)	165 (4.8%)	161 (4.7%)	162 (4.6%)	166 (4.7%)	170 (4.7%)
American Board of Funeral Service Education	18 (0.6%)	18 (0.6%)	21 (0.6%)	23 (0.7%)	25 (0.7%)	27 (0.8%)	28 (0.8%)
American Council on Journalism Education	61 (1.9%)	65 (2.1%)	66 (1.9%)	68 (2.0%)	71 (2.0%)	78 (2.2%)	81 (2.2%)
American Council on Pharmaceutical Education	73 (2.3%)	75 (2.4%)	75 (2.2%)	73 (2.1%)	72 (2.0%)	73 (2.1%)	73 (2.0%)
Dental Assisting	163 (5.2%)	174 (5.7%)	192 (5.6%)	191 (5.5%)	205 (5.8%)	217 (6.2%)	221 (6.1%)
Dental Hygiene	158 (5.0%)	165 (5.4%)	184 (5.4%)	187 (5.4%)	194 (5.4%)	197 (5.6%)	200 (5.5%)
Dental Laboratory Technician Education	26 (0.8%)	27 (0.9%)	30 (0.9%)	33 (1.0%)	39 (1.1%)	40 (1.1%)	47 (1.3%)

* HEGIS code for accreditation agency not in use.

Table 2 (continued)

Accreditation Agency	Survey Year						
	1975 (N=3147)	1976 (N=3069)	1977 (N=3422)	1978 (N=3451)	1979 (N=3509)	1980 (N=3522)	1981 (N=3615)
Dentistry (Graduate)	59 (1.9%)	61 (2.0%)	61 (1.8%)	60 (1.7%)	60 (1.7%)	60 (1.7%)	60 (1.7%)
Dietetics (Undergraduate)	-- *	69 (2.2%)	83 (2.4%)	89 (2.6%)	69 (2.0%)	72 (2.0%)	79 (2.2%)
Dietetics (Internship)	-- *	-- *	-- *	-- *	23 (0.6%)	23 (0.6%)	28 (0.8%)
Assistant to Physician Education	34 (1.1%)	35 (1.1%)	36 (1.0%)	43 (1.2%)	42 (1.2%)	50 (1.4%)	51 (1.4%)
Blood Bank Technology	11 (0.3%)	11 (0.4%)	11 (0.3%)	12 (0.3%)	13 (0.4%)	14 (0.4%)	17 (0.5%)
Medical Laboratory Technician Education (Certificate)	27 (0.9%)	30 (1.0%)	32 (0.9%)	35 (1.0%)	23 (0.6%)	17 (0.5%)	26 (0.7%)
Cytotechnology	40 (1.3%)	39 (1.3%)	40 (1.2%)	38 (1.1%)	35 (1.0%)	38 (1.1%)	33 (0.9%)
Histologic Technician Education	7 (0.2%)	7 (0.2%)	7 (0.2%)	9 (0.3%)	10 (0.3%)	10 (0.3%)	13 (0.4%)
Medical Assistant Education (Degree)	37 (1.2%)	40 (1.3%)	42 (1.2%)	51 (1.5%)	67 (1.9%)	44 (1.2%)	56 (1.5%)
Medical Laboratory Technician Education (Degree)	14 (0.4%)	14 (0.5%)	14 (0.4%)	38 (1.1%)	71 (2.0%)	87 (2.5%)	121 (3.3%)
American Library Association	55 (1.7%)	57 (1.9%)	60 (1.7%)	58 (1.7%)	59 (1.7%)	56 (1.6%)	63 (1.7%)
Medical Record Administration Education	31 (1.0%)	32 (1.0%)	32 (0.8%)	37 (1.1%)	41 (1.2%)	47 (1.3%)	50 (1.4%)
Medical Record Technician Education	36 (1.1%)	37 (1.2%)	37 (1.1%)	55 (1.6%)	63 (1.8%)	71 (2.0%)	82 (2.3%)
Medical Technology	73 (2.3%)	74 (2.4%)	78 (2.3%)	89 (2.6%)	96 (2.7%)	83 (2.4%)	118 (3.3%)
Nuclear Medicine Technology	8 (0.2%)	8 (0.3%)	8 (0.2%)	27 (0.8%)	38 (1.1%)	55 (1.6%)	61 (1.7%)
Surgery Technology	-- *	-- *	-- *	-- *	28 (0.8%)	38 (1.1%)	44 (1.2%)
Occupational Technology	39 (1.2%)	42 (1.4%)	42 (1.2%)	85 (2.5%)	50 (1.4%)	46 (1.3%)	57 (1.6%)
Physical Therapy	64 (2.0%)	68 (2.2%)	71 (2.1%)	125 (3.6%)	76 (2.1%)	0** (0.0%)	0** (0.0%)

* HEGIS code for accreditation agency not in use.

** Change in HEGIS code for accreditation agency.

Table 2 (continued)

Accreditation Agency	Survey Year						
	1975 (N=3147)	1976 (N=3069)	1977 (N=3422)	1978 (N=3451)	1979 (N=3509)	1980 (N=3522)	1981 (N=3615)
Radiologic Technology	175 (5.6%)	179 (5.8%)	182 (5.3%)	211 (6.1%)	231 (6.6%)	261 (7.4%)	289 (8.0%)
Radiation Therapy Technology	14 (0.4%)	14 (0.5%)	13 (0.4%)	28 (0.8%)	38 (1.1%)	42 (1.2%)	51 (1.4%)
Respiratory Therapy	95 (3.0%)	96 (3.1%)	96 (2.8%)	113 (3.3%)	137 (3.9%)	155 (4.4%)	161 (4.4%)
Respiratory Therapy Technician Education	-- *	-- *	-- *	-- *	47 (1.3%)	79 (2.2%)	84 (2.3%)
American Medical Association, Basic Medical Sciences	2 (0.1%)	3 (0.1%)	3 (0.1%)	3 (0.1%)	4 (0.1%)	1 (0.0%)	2 (0.1%)
American Medical Association, Medicine	115 (3.6%)	113 (3.7%)	114 (3.3%)	114 (3.3%)	117 (3.3%)	121 (3.4%)	122 (3.4%)
American Optometric Association	13 (0.4%)	12 (0.4%)	12 (0.3%)	12 (0.3%)	13 (0.4%)	13 (0.4%)	13 (0.4%)
American Osteopathic Association	10 (0.3%)	9 (0.3%)	11 (0.3%)	11 (0.3%)	12 (0.3%)	14 (0.4%)	14 (0.4%)
American Physical Therapy Association (Graduate)	-- *	-- *	-- *	-- *	81 (2.3%)	81 (2.3%)	85 (2.3%)
American Physical Therapy Association (Assistant)	-- *	-- *	-- *	-- *	50 (1.4%)	56 (1.6%)	57 (1.6%)
American Podiatry Association (Graduate)	6 (0.2%)	6 (0.2%)	5 (0.1%)	5 (0.1%)	5 (0.1%)	5 (0.1%)	5 (0.1%)
American Podiatry Association (Assistant)	-- *	-- *	-- *	-- *	0 (0.0%)	-- *	-- *
American Psychological Association (Clinical)	97 (3.1%)	100 (3.2%)	100 (2.9%)	102 (2.9%)	101 (2.9%)	105 (3.0%)	112 (3.1%)
American Psychological Association (Counseling)	21 (0.7%)	22 (0.7%)	23 (0.7%)	24 (0.7%)	23 (0.6%)	24 (0.7%)	24 (0.7%)
American Psychological Association	-- *	-- *	-- *	-- *	3 (0.1%)	42 (1.2%)	48 (1.3%)
American Psychological Association (School Psychology)	-- *	6 (0.2%)	7 (0.2%)	7 (0.2%)	8 (0.2%)	9 (0.2%)	14 (0.4%)

* HEGIS code for accreditation agency not in use.

Table 2 (continued)

Accreditation Agency	Survey Year						
	1975 (N=3147)	1976 (N=3069)	1977 (N=3422)	1978 (N=3451)	1979 (N=3509)	1980 (N=3522)	1981 (N=3615)
American Society of Landscape Architects	36 (1.1%)	37 (1.2%)	37 (1.1%)	38 (1.1%)	38 (1.1%)	40 (1.1%)	39 (1.1%)
American Speech and Hearing Association (Audiology)	50 (1.6%)	57 (1.9%)	66 (1.9%)	66 (1.9%)	72 (2.0%)	74 (2.1%)	85 (2.3%)
American Speech and Hearing Association (Speech Pathology)	89 (2.8%)	97 (3.2%)	105 (3.1%)	103 (3.0%)	113 (3.2%)	114 (3.2%)	122 (3.4%)
American Veterinary Medicine Association (Technician)	-- *	-- *	-- *	-- *	36 (1.0%)	44 (1.2%)	51 (1.4%)
American Veterinary Medicine Association (Graduate)	23 (0.7%)	22 (0.7%)	24 (0.7%)	26 (0.7%)	28 (0.8%)	27 (0.7%)	29 (0.8%)
Association of Rabbinical and Talmudic Schools	-- *	6 (0.2%)	10 (0.3%)	13 (0.4%)	48 (1.4%)	57 (1.6%)	54 (1.5%)
Business (Junior Colleges)	45 (1.4%)	36 (1.2%)	30 (0.9%)	36 (1.0%)	76 (2.2%)	74 (2.1%)	80 (2.2%)
Business (Senior Colleges)	14 (0.4%)	16 (0.5%)	17 (0.5%)	16 (0.5%)	17 (0.5%)	17 (0.5%)	18 (0.5%)
Association of Theological Schools	149 (4.7%)	152 (4.9%)	151 (3.4%)	149 (4.3%)	152 (4.3%)	150 (4.3%)	151 (4.2%)
Council on Chiropractic Education	0 (0.0%)	5 (0.2%)	8 (0.2%)	8 (0.2%)	10 (0.3%)	10 (0.3%)	11 (0.3%)
Community Health Education	-- *	-- *	-- *	-- *	-- *	10 (0.3%)	11 (0.3%)
Community Health and Preventive Medicine	-- *	-- *	-- *	-- *	-- *	0 (0.0%)	3 (0.1%)
Public Health	21 (0.7%)	19 (0.6%)	19 (0.5%)	20 (0.6%)	21 (0.6%)	21 (0.6%)	22 (0.6%)
Council on Social Work Education	99 (3.7%)	196 (6.4%)	222 (6.5%)	250 (7.2%)	258 (7.3%)	259 (7.4%)	311 (8.6%)
Engineering Council (Graduate)	233 (7.4%)	232 (7.6%)	237 (6.9%)	239 (6.9%)	239 (6.8%)	243 (6.9%)	247 (6.8%)
Engineering Council (Undergraduate)	123 (3.9%)	129 (4.2%)	144 (4.2%)	154 (4.5%)	166 (4.7%)	171 (4.9%)	175 (4.8%)
Foundation for Interior Design Education	-- *	-- *	-- *	23 (0.6%)	30 (0.8%)	37 (1.0%)	41 (1.1%)

* HEGIS code for accreditation agency not in use.

Table 2 (continued)

Accreditation Agency	Survey Year						
	1975 (N=3147)	1976 (N=3069)	1977 (N=3422)	1978 (N=3451)	1979 (N=3509)	1980 (N=3522)	1981 (N=3615)
National Architectural Accrediting Board	78 (2.5%)	78 (2.5%)	79 (2.3%)	82 (2.4%)	83 (2.4%)	86 (2.4%)	88 (2.4%)
National Association for Practical Nursing Education	0 (0.0%)	2 (0.1%)	2 (0.1%)	2 (0.1%)	6 (0.2%)	4 (0.1%)	4 (0.1%)
National Association of Schools of Art	55 (1.7%)	58 (1.9%)	73 (2.0%)	80 (2.3%)	81 (2.3%)	90 (2.5%)	97 (2.7%)
National Association of Schools of Music	397 (12.6%)	417 (13.6%)	427 (12.5%)	443 (12.8%)	446 (12.7%)	475 (13.5%)	472 (13.1%)
National Association of Trade and Technical Schools	-- *	-- *	-- *	-- *	-- *	-- *	77 (2.1%)
National Council for Accreditation of Teacher Education	530 (16.8%)	549 (17.9%)	441 (15.8%)	547 (15.8%)	553 (15.8%)	549 (15.6%)	541 (15.0%)
National League for Nursing (Associate Degree)	256 (8.1%)	253 (8.2%)	292 (8.5%)	319 (9.2%)	467 (13.3%)	353 (10.0%)	379 (10.5%)
National League for Nursing (Diploma)	-- *	-- *	-- *	-- *	33 (0.9%)	0 (0.0%)	-- *
National League for Nursing (B.A. and Graduate)	251 (8.0%)	252 (8.2%)	279 (8.1%)	288 (8.3%)	298 (8.5%)	316 (9.0%)	336 (9.3%)
National League for Nursing (Practical Nursing)	14 (0.4%)	12 (0.4%)	23 (0.7%)	24 (0.7%)	27 (0.8%)	30 (0.8%)	42 (1.2%)
National League for Nursing (System-Wide)	1 (0.0%)	1 (0.0%)	1** (0.0%)	1** (0.0%)	-- *	-- *	-- *
Society of American Foresters	39 (1.2%)	40 (1.3%)	42 (1.2%)	43 (1.2%)	43 (1.2%)	43 (1.2%)	44 (1.2%)

* HEGIS code for accreditation agency not in use.

** HEGIS code reported as not in use.

Reading HEGIS Accreditation Data

HEGIS accreditation data are stored on data files using a variety of computer formats. A single (data) record per institution was used in 1975 to store accreditation data. Multiple records per institution have been used for all later years. In 1975, accreditation data were stored using a numeric format, with each byte on an institution's record used to designate the accreditation level awarded by a single accreditation agency. Packed-decimal formats with two bytes each used to designate the accreditation agency and corresponding accreditation level were used in 1976. Numeric and alphanumeric formats were used in 1977: alphanumeric format (five bytes) for the accreditation agency and one byte in numeric format for the accreditation level. In 1978 and 1979, the same combinations of packed-decimal and alphanumeric formats were used; five bytes in alphanumeric format designated the accreditation agency and one byte in packed-decimal format designated the accreditation level. 1980 and 1981 data have also been stored using the same formats, with both accreditation agency (five bytes) and accreditation level (one byte) stored in alphanumeric code. Although in every year several accreditation agencies and accreditation levels are included on an institution's data record, only in 1975 was a single record used for each institution.

Because the Data Systems Branch at NCES is attempting to create time-series data bases from HEGIS survey data and are relying in this endeavor on procedures available through the Statistical Analysis System (SAS), the necessary SAS code to read the HEGIS accreditation data files for 1975-1981 is given below. Note that the Federal Interagency Committee on Education (FICE) identification code for each institution is first read from the HEGIS files, followed by the record type (RECTYPE), and the accreditation agencies (ACC) and accreditation levels (CODE). (In 1975, because each byte on an institution's record designated a specific accreditation agency, the accreditation levels can be read directly from the file, i.e., no ACC variables must be read.)

1975

```
INPUT @ 1  FICE75    6.
      @ 7  RECTYPE   3. @;

IF RECTYPE = 104 THEN
      INPUT @ 34 (CODE1-CODE67)  (67*1.);
      ELSE DELETE;
```

1976

```
INPUT @ 1  FICE76    6.
      @ 13 RECTYPE   3. @;

IF RECTYPE = 104 THEN
      INPUT @ 20 (CODE1-CODE25) (PD1.+2)
            @ 20 (ACC1-ACC25) (+1 PD2.);
      ELSE DELETE;
```

1977

```
INPUT @ 1  FICE77    6.
      @ 13 RECTYPE   3. @;

IF RECTYPE GE 140 AND RECTYPE LE 149 THEN
      INPUT @ 20 (CODE1-CODE12) (1. +5)
            @ 20 (ACC1-ACC12) (+1 $5.);
      ELSE DELETE;
```

1978 and 1979

```
INPUT @ 1  FICE__    6.
      @ 13 RECTYPE   3. @;

IF RECTYPE GE 140 AND RECTYPE LE 149 THEN
      INPUT @ 20 (CODE1-CODE12) (PD1. +5)
            @ 20 (ACC1-ACC12) (+1 $5.);
      ELSE DELETE;
```

1980 and 1981

```
INPUT @ 1  FICE__    6.
      @ 13 RECTYPE   3. @;

IF RECTYPE GE 140 AND RECTYPE LE 149 THEN
      INPUT @ 20 (CODE1-CODE12) ($1. +5)
            @ 20 (ACC1-ACC12) (+1 $5.);
      ELSE DELETE;
```

Only in 1975 are unusual and unreadable symbols to be encountered on these HEGIS data files. For this year, the SAS code presented will change the accreditation levels (as awarded by all agencies) for 32-33 colleges and universities to missing values because the symbols that are on each institution's record are not in any identifiable format.

Analysis and Validation of Accreditation Measures

The recent nationwide survey conducted by the Social Science Research Council Center for Coordination of Research on Social Indicators was designed to elicit suggestions from experts on ways to improve social measurement in the United States. One general theme that emerged from those survey responses concerned with improving measurement in education was that indicators are needed to assess the quality of educational programs. Measures of the accreditation status of colleges and universities provide information on the general standing or quality of these institutions. For this reason, the accreditation status of higher education institutions may serve as a nonfinancial indicator of whether they meet minimal standards for educational quality overall or in particular programs (i.e., whether they are viable).

The first step in analyzing accreditation data would be to add them to the Longitudinal File of Financial, Enrollment, and Faculty Statistics for Institutions of Higher Education: 1974-75 to 1977-78 (SAGE Data Base Documentation, August 1981). Once added to the longitudinal file, data describing accreditation status could could be compared for colleges determined by previous analyses to be either financially viable or in distress (see Development of Indicators of the Viability of Higher Education Institutions, SAGE Technical Report No. 19, September 1981).

Various indicators of accreditation status and change should be developed separately by institutional sector, Carnegie codes or NCHEMS code, region of the country, and affiliation and validated by comparing colleges in distress to the rest of the population in each sector. The indicators should include (1) various rankings of accreditation status (taking into account the standards employed by the accrediting agencies where possible); (2) indicators of accreditation deficiencies (which would depend on what accreditations are appropriate for a particular institution, which would in turn depend on the type of institution, its location, and the types of programs it offers); and (3) indicators of change in accreditation (new accreditations, upgrading of status by an accrediting agency, or revoking of a previous accreditation). Analyses should then be performed to determine the numbers and characteristics of students attending colleges with deficient accreditations to determine whether certain groups of students appear not to have equal access to quality education (or at least to education that has been certified as meeting certain minimum standards).

No more than two person-months would be required to carry out the necessary development and validation activities for these accreditation indicators.